

家国情怀，全球视野： 《新未来》培养全球胜任力

孙有中



提纲

1

准确定位大学英语

2

全面赋能大学英语

3

《新未来》解决方案

4

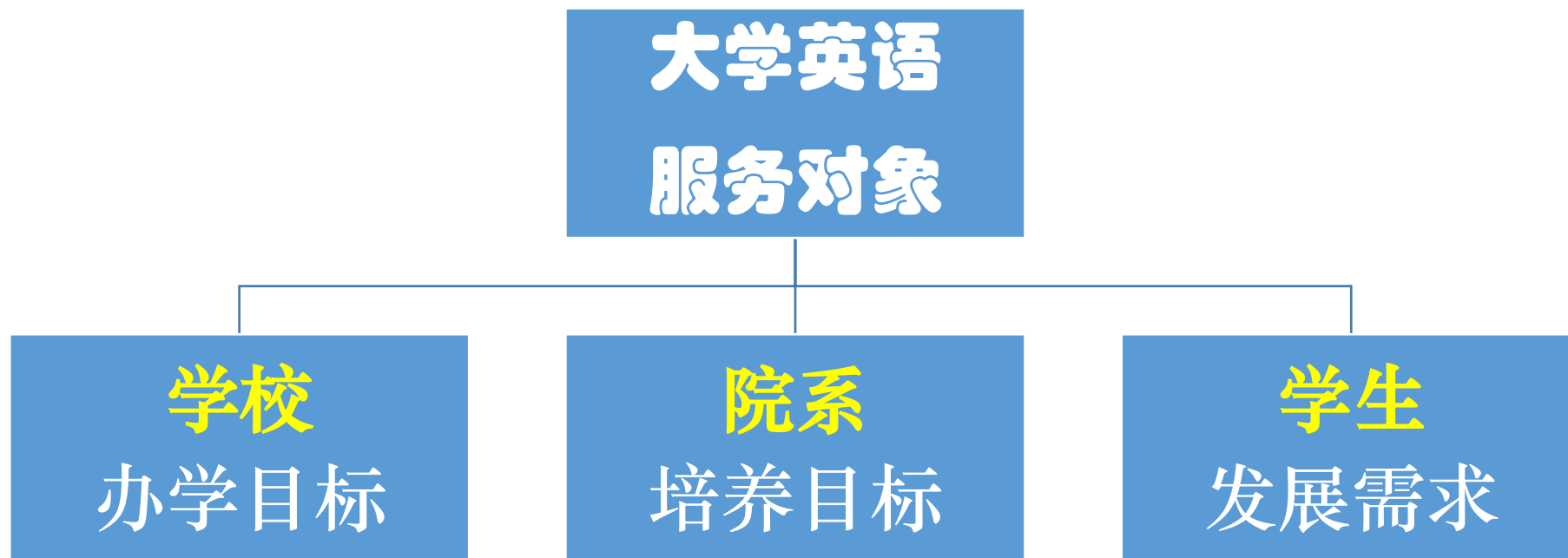
一起向未来



I. 准确定位大学英语

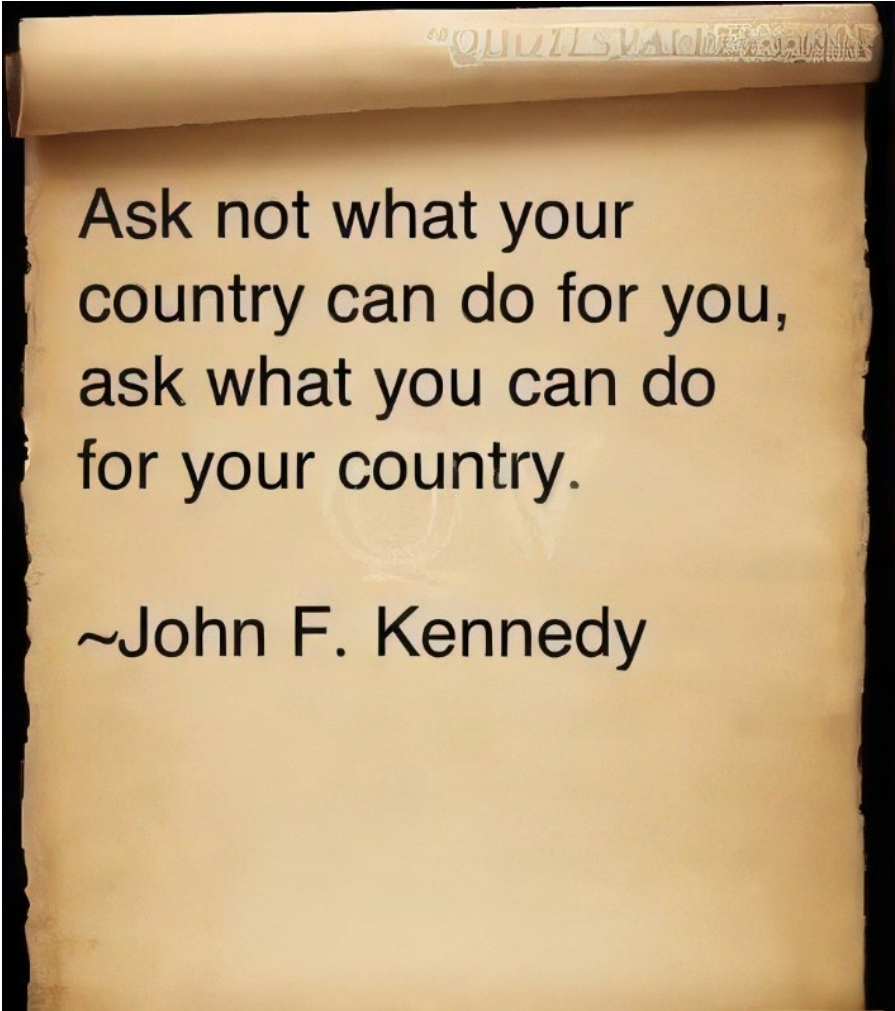
大学英语的定位

“各高校大学英语课程应参照本指南进行合理定位，服务于学校办学目标、院系人才培养目标和学生个性化发展需求。”（《指南》）





大学英语因服务而彰显价值
因有为而有位。



Ask not what your
country can do for you,
ask what you can do
for your country.

~John F. Kennedy

大学英语的课程性质

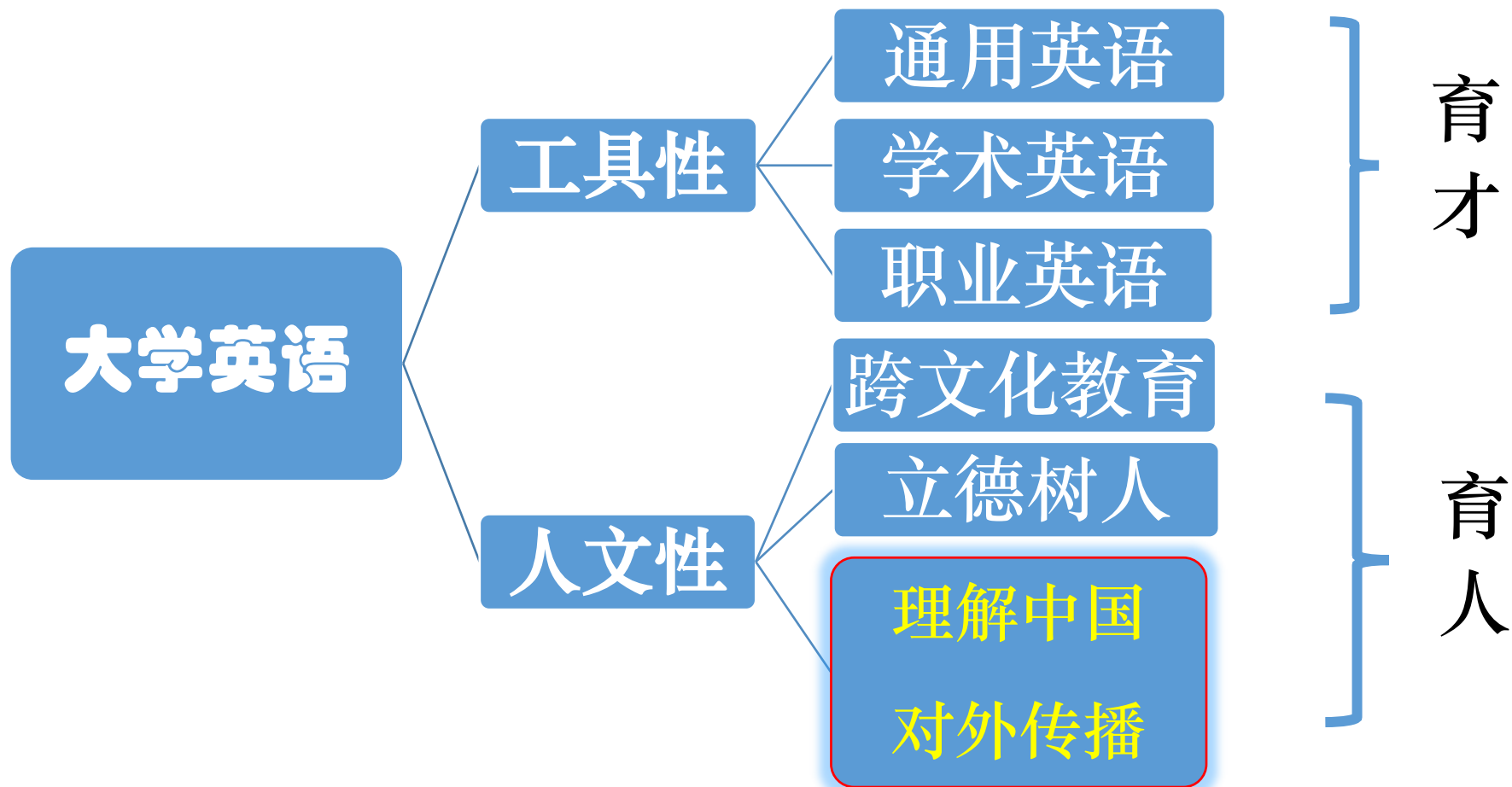
“大学英语课程是普通高等学校通识教育的一个重要组成部分，兼具**工具性**和**人文性**。其工具性主要体现在两个方面：第一，大学英语课程是基础教育阶段英语教学的提升和拓展，主要目的是在高中英语教学的基础上进一步提高学生**英语听、说、读、写、译的能力**。第二，大学英语课程可通过**专门用途英语**教学让学生学习与专业有关的**学术英语**或**职业英语**，获得在学术或职业领域进行国际交流的相关能力。

其人文性也主要体现在两个方面：第一，大学英语课程的重要任务之一是进行**跨文化教育**。语言是文化的载体，同时也是文化的组成部分。学生可通过英语学习了解国外的社会与文化，增进对不同文化的理解，加强对中外文化异同的认识，培养跨文化交际能力。

第二，大学英语课程可培养学生对**中国文化的理解和阐释能力**，服务中国文化**对外传播**。人文性的核心是以人为本，弘扬人的价值，注重人的综合素质培养和全面发展。社会主义核心价值观应有机融入大学英语教学内容。大学英语课程的工具性是人文性的基础和载体，人文性是工具性的升华。课程需在课程建设、教材编写、教学实施等各个环节充分挖掘其思想和情感资源，丰富其人文内涵，实现工具性和人文性的有机统一。

大学英语教学应主动融入学校**课程思政**教学体系，使之在高等学校落实**立德树人**根本任务中发挥重要作用。”（《指南》）

大学英语如何服务大学教育？



通用英语

大学英语不应
为四六级考试
而存在；四六
级考试应为大
学英语而存在。

怎么办?

赋能大学英语!

让大学英语赋能
大学生!



2. 全面赋能大学英语



(杨宗凯, 《数字转型下的教育教学创新》)

大学英语应基于语言并超越语言，培养多元能力

- 复杂问题解决
(Complex problem' s solving)

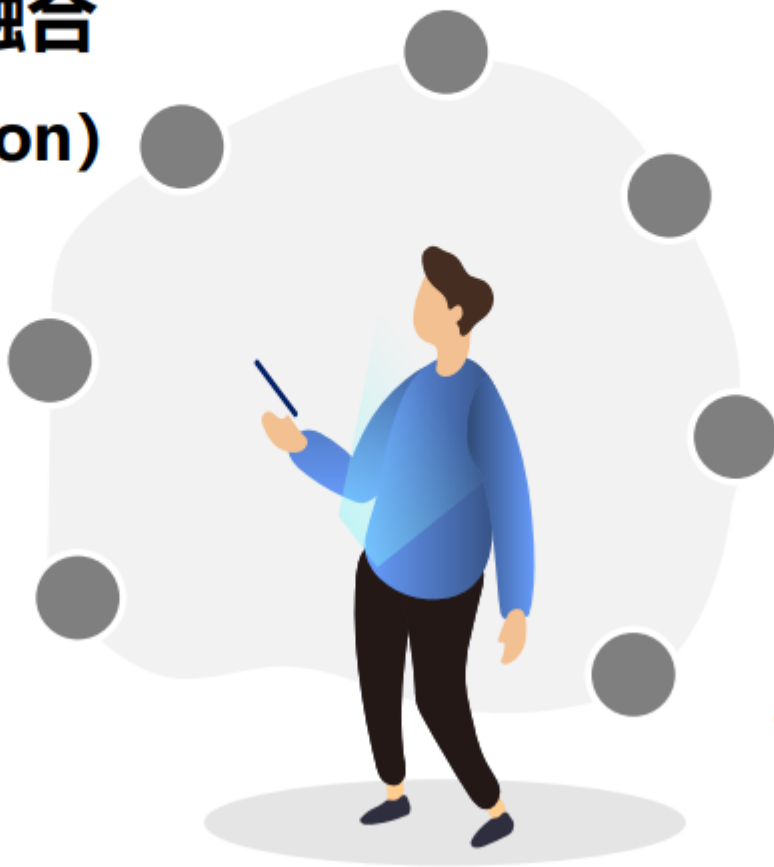
- 跨界融合
(Cross-Domain Profession)

- 协作沟通
(Communication)

- 计算思维
(Computation Thinking)

- 创新意识
(Creativity)

- 批判思维
(Critical Thinking)



- 合作
(Collaboration)

(杨宗凯, 《数字转型下的教育教学创新》)

21世纪的关键能力

The Twelve 21st Century Skills








- **Critical thinking**
- **Creativity**
- **Collaboration**
- **Communication**
- **Information literacy**
- **Media literacy**
- **Technology literacy**

- **Flexibility**
- **Leadership**
- **Initiative**
- **Productivity**
- **Social skills**

(US Partnership For 21st Century Skills)

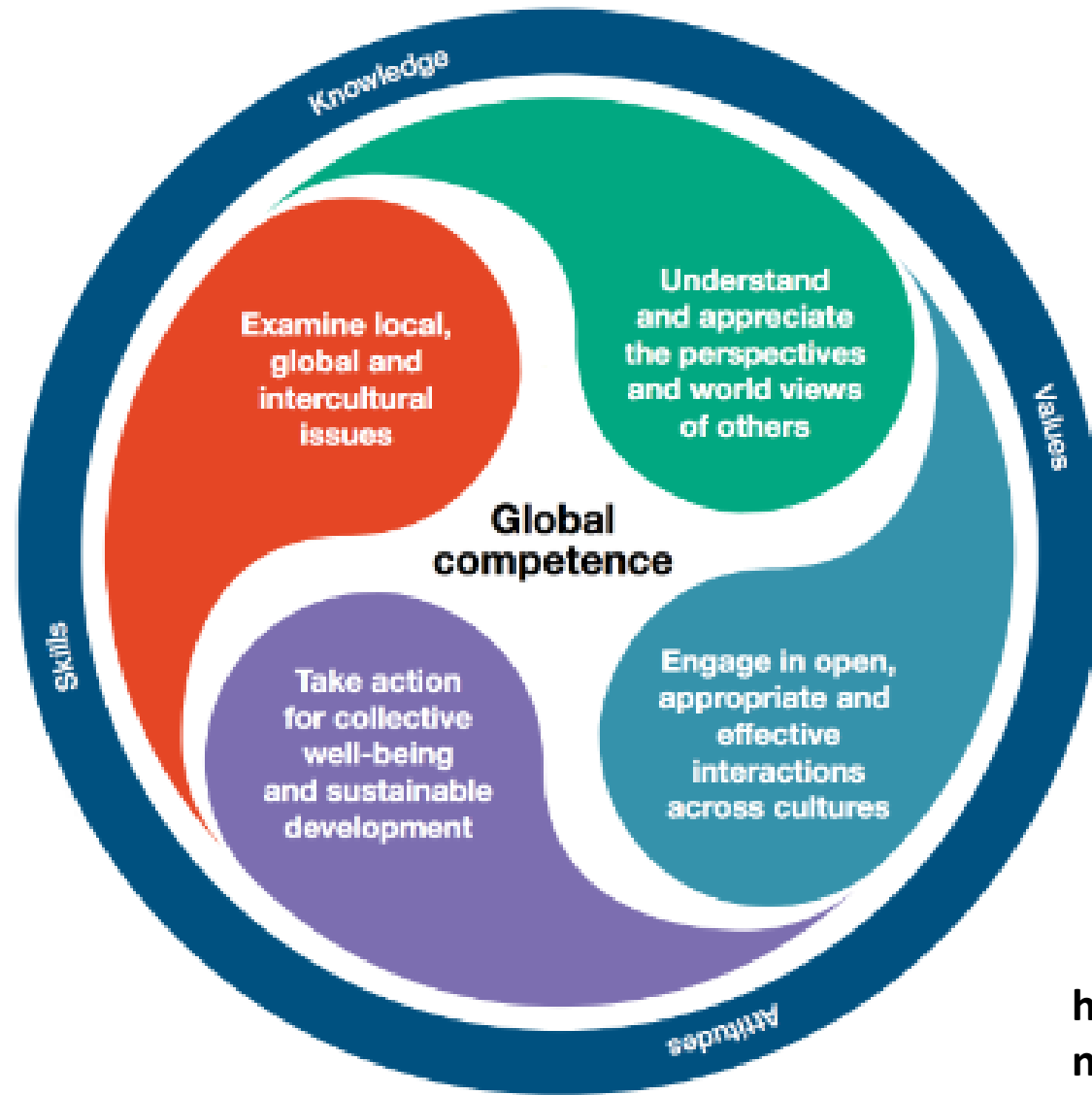
WHAT IS GLOBAL COMPETENCE?

World Savvy defines global competence as the knowledge, attitudes, skills, and behaviors necessary to navigate and succeed in today's interconnected world. Globally competent individuals:

-  Understand globally significant issues
-  Practice empathy
-  Appreciate cultural differences
-  Understand and consider multiple perspectives
-  Use critical and comparative thinking
-  Problem solve collaboratively
-  Are life-long learners



World Savvy: <https://www.worldsavvy.org/our-approach/>



<https://www.oecd.org/pisa/innovation/global-competence/>

全球胜任力 为走向世界作准备

全球胜任力的核心素养

全球胜任力的提升，是一个持续的、终身学习的过程，需要在认知、人际与个人三个层面不断地探索发展六大核心素养。

世界知识与全球议题

了解世界历史、地理、经济与社会发展的知识，理解不同国家的政治和文化差异，关注环境、能源、健康、安全等全球议题，理解人类相互依存、共同发展的重要意义。

语言

恰当有效地以母语和至少一种外语进行口头与书面表达，能够与国际同行深入探讨专业话题，并通过语言理解、欣赏不同的文化内涵。

开放与尊重

保持好奇和开放的心态，尊重文化差异，具有跨文化同理心；坦然面对不确定性，适时调整自己的情感与行为。

沟通与协作

具有合作精神和协调能力，能够与不同文化背景的人友好互动和交流；善于化解冲突与矛盾，能够在跨文化团队中发挥积极作用。

自觉与自信

深刻认识自己的文化根源与价值观，理解文化对个体思维和行为方式的影响；在跨文化环境中自信得体地表达观点，并通过不断自我审视来提升自我。

道德与责任

诚实守信，遵守社会伦理，恪守职业道德，坚持在重大事项上做出负责任的决策；勇于承担责任，推动人类可持续发展。

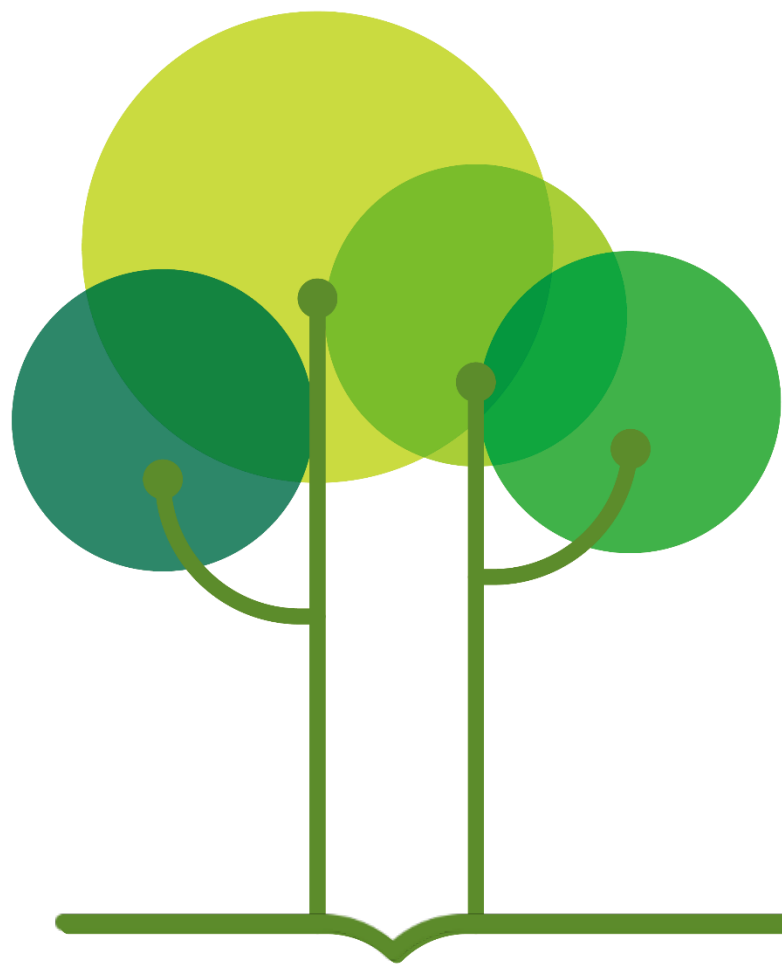


习近平主席谈全球治理人才：

参与全球治理需要一大批**熟悉党和国家方针政策、了解我国国情、具有全球视野、熟练运用外语、通晓国际规则、精通国际谈判**的专业人才。要加强全球治理人才队伍建设，突破“人才瓶颈”，做好人才储备，为中国参与全球治理提供有力“人才支撑”。

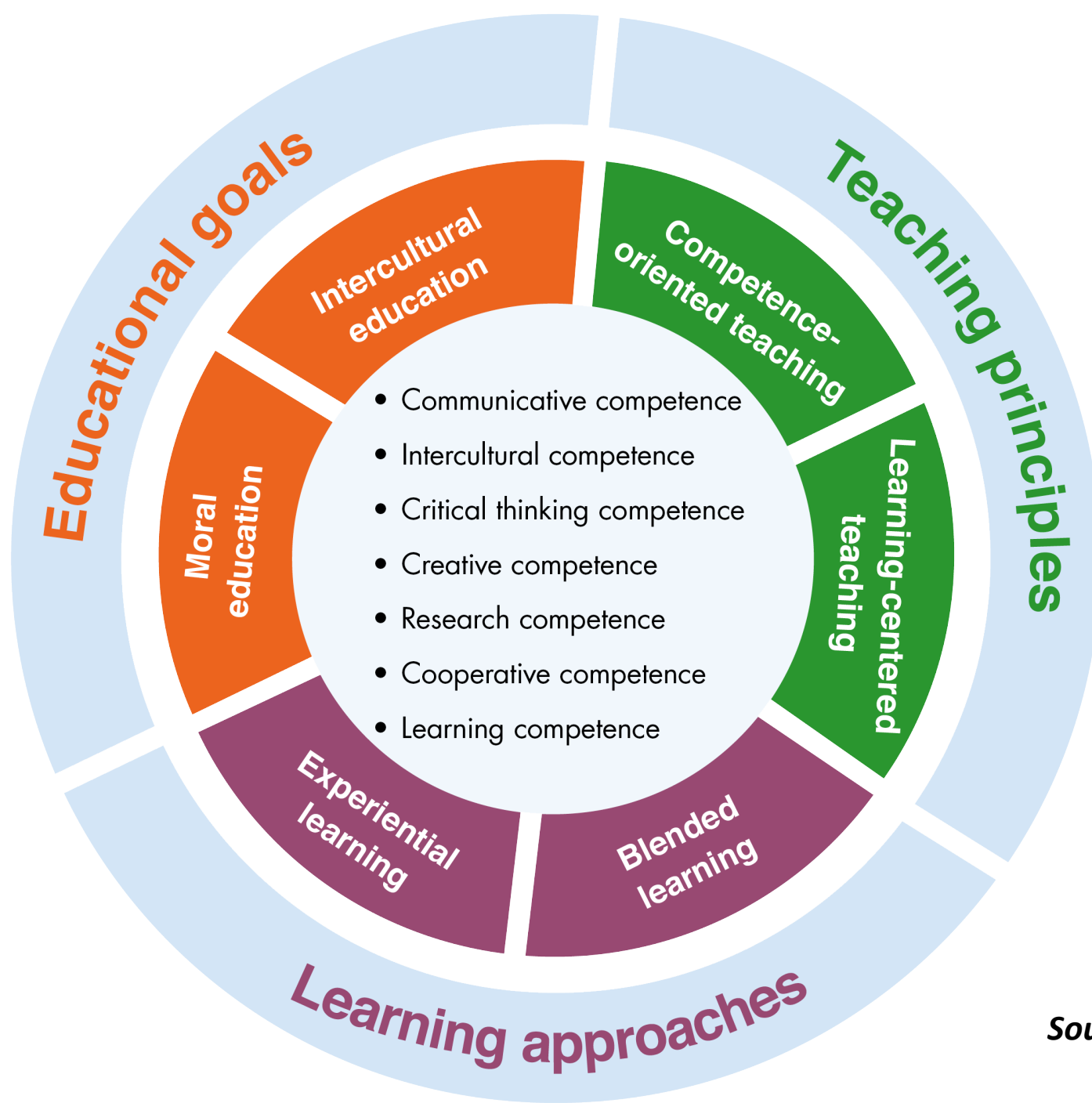
习近平主席给北外老教授回信：

深化中外交流，增进各国人民友谊，推动构建人类命运共同体，讲好中国故事，需要大批外语人才，外语院校大有可为。希望你们继续发挥传帮带作用，推动北外传承红色基因，提高育人水平，努力培养更多有家国情怀，有全球视野，有专业本领的复合型人才，在推动中国更好走向世界，世界更好了解中国上作出新的贡献。

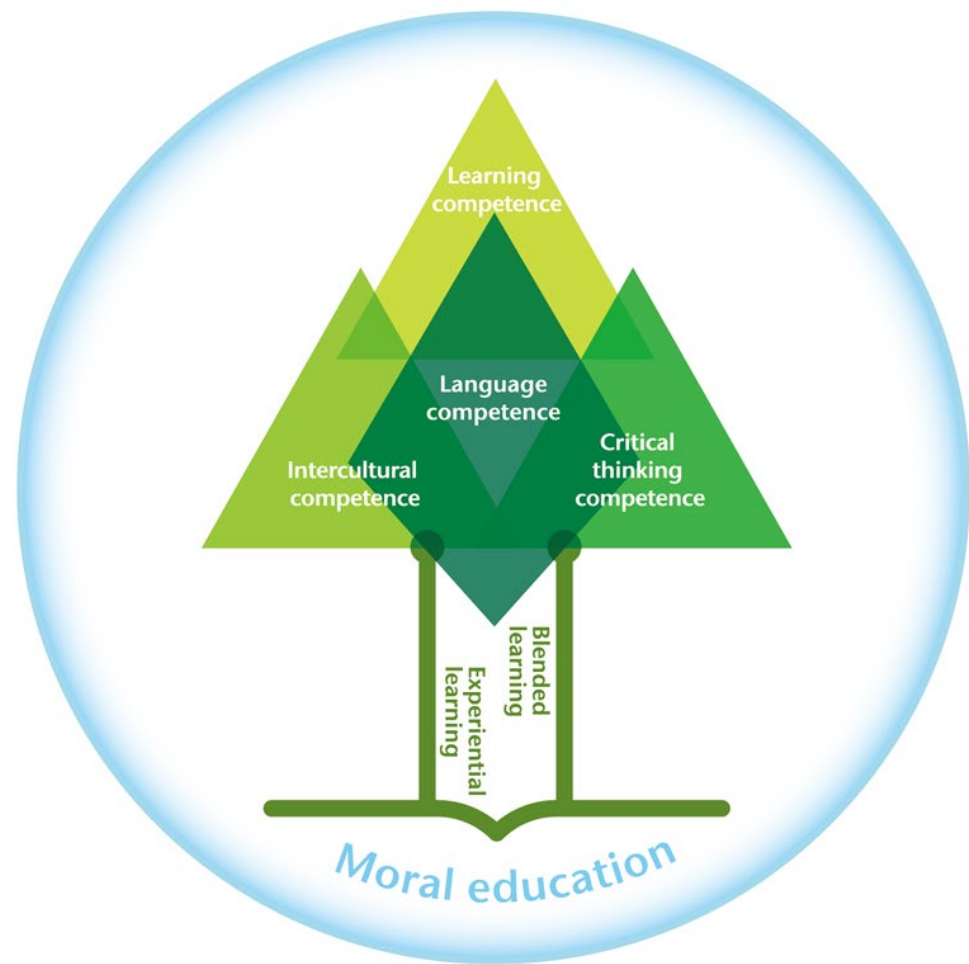


3. 《新未来》 解决方案

《新未来》多元能力培养模型



Source: Sun Youzhong



《新未来大学英语》理念树



《新未来大学英语》

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graph TD; A[《新未来大学英语》] --> B[综合教程1<br/>综合教程2<br/>综合教程3A<br/>综合教程3B]; A --> C[视听说教程1<br/>视听说教程2<br/>视听说教程3A<br/>视听说教程3B];
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综合教程1

综合教程2

综合教程3A

综合教程3B

视听说教程1

视听说教程2

视听说教程3A

视听说教程3B

《新未来大学英语》

综合教程（配教师用书）

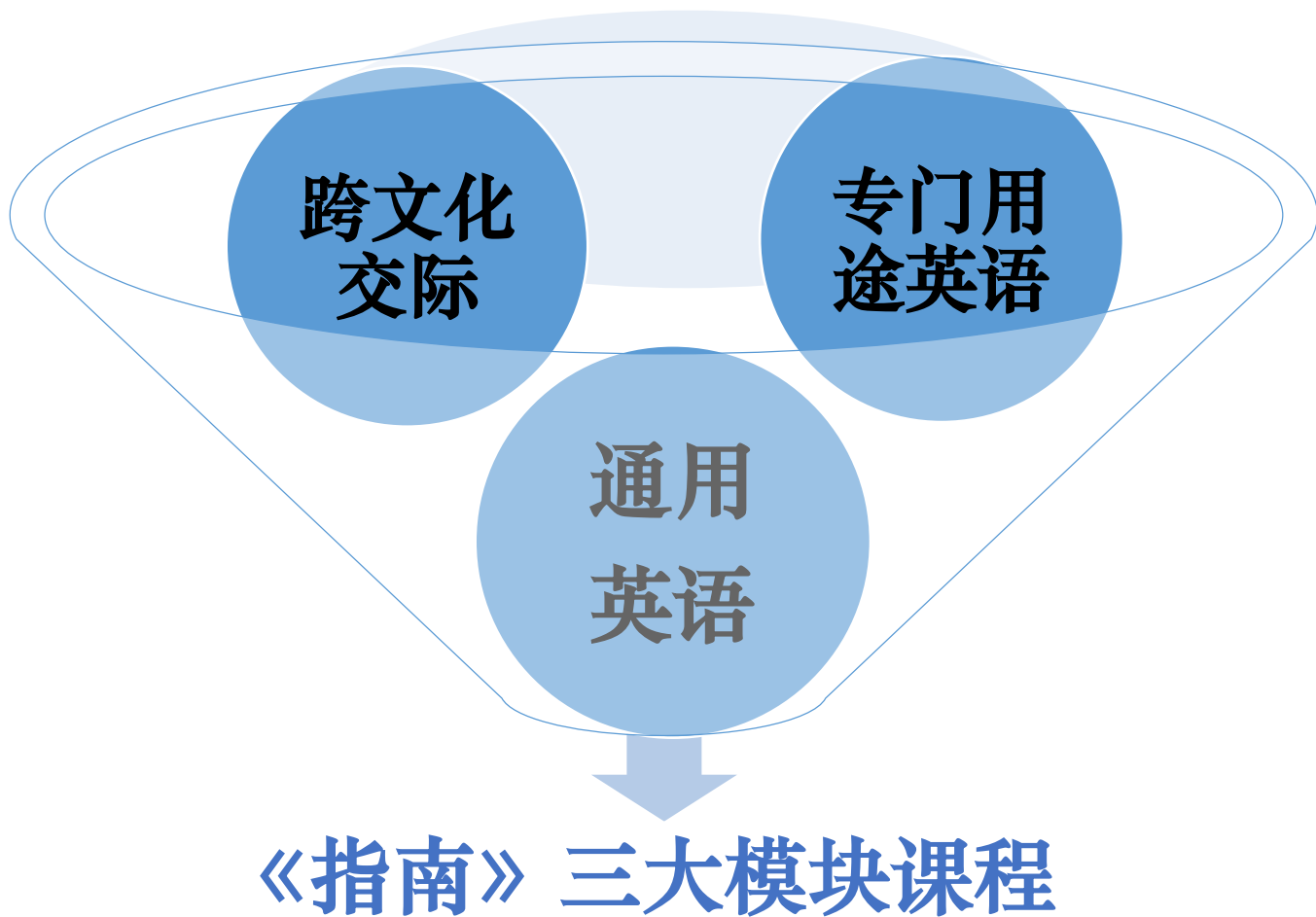
- 个人领域（级别1）
- 公共领域（级别2）
- 职场领域（级别3A）
- 学术领域（级别3B）

视听说教程（配教师用书）

- 个人领域（级别1）
- 公共领域（级别2）
- 职场领域（级别3A）
- 学术领域（级别3B）



《新未来》创新大学英语课程体系



《新未来》三位一体



《新未来》创新大学英语教学方法

体验式、任务式、合作式、项目式、探究式、混合式

走向“主动学习” + “深度学习”



《新未来》将跨文化能力进行到底

Intercultural competence

A. Attitudes

A-1 Have curiosity in other cultures.

A-2 Appreciate cultural diversity.

A-3 Value one's own cultural identity.

A-4 Devalue discrimination and ethnocentrism.

A-5 Have analytical empathy with people from other cultures.

A-6 Suspend disbelief regarding other cultures.

A-7 Suspend belief regarding one's own culture.

A-8 Tolerate ambiguity and uncertainty.

A-9 Be ready to explore and experience other cultures.

A-10 Be global-minded.

Intercultural competence

B. Knowledge

B-1 Understand similarities and differences across cultures.

B-2 Understand own cultural tradition.

B-3 Understand the different ways of life of different cultures.

B-4 Understand the different ways of thinking of different cultures.

B-5 Understand the core values of different cultures.

B-6 Understand the customs of different cultures.

B-7 Understand the differences in non-verbal communication across cultures.

B-8 Understand the effects of cultural differences on communication.

Intercultural competence

C. Skills

C-1 Be able to engage in self-reflection.

C-2 Be able to identify and articulate cultural similarities and differences.

C-3 Be able to take multiple perspectives.

C-4 Be able to interpret a document or event from another culture.

C-5 Be able to explain a document or event and relate it to documents or events from one's own culture.

C-6 Be able to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one's own and other cultures.

C-7 Be able to acquire new knowledge of a culture.

C-8 Be able to operate attitudes, knowledge and skills under the constraints of real-time communication and interaction.



《新未来》将思辨能力进行到底

Critical thinking competence

A. Affective strategies

S-1 Thinking independently

S-2 Developing insight into egocentricity or sociocentricity

S-3 Exercising fair mindedness

S-4 Exploring thoughts underlying feelings and feelings underlying thoughts

S-5 Developing intellectual humility and suspending judgement

S-6 Developing intellectual courage

S-7 Developing intellectual good faith or integrity

S-8 Developing intellectual perseverance

S-9 Developing confidence in reason

B. Cognitive strategies – Macro-abilities

S-10 Refining generalizations and avoiding oversimplifications

S-11 Comparing analogous situations: transferring insights to new contexts

S-12 Developing one's perspective: creating or exploring beliefs, arguments or theories

S-13 Clarifying issues, conclusions or beliefs

S-14 Clarifying and analyzing the meanings of words or phrases

S-15 Developing criteria for evaluation: clarifying values and standards

S-16 Evaluating the credibility of sources of information

S-17 Questioning deeply: raising and pursuing root or significant questions

B. Cognitive strategies – Macro-abilities

S-18 Analysing or evaluating arguments, interpretations beliefs or theories

S-19 Generating or assessing solutions

S-20 Analysing or evaluating actions or policies

S-21 Reading critically: clarifying or critiquing texts

S-22 Listening critically: the art of silent dialogue

S-23 Making interdisciplinary connections

S-24 Practicing Socratic discussion: clarifying and questioning beliefs, theories or perspectives

S-25 Reasoning dialogically: comparing perspectives, interpretations or theories

S-26 Reasoning dialectically: evaluating perspectives, interpretations or theories

C. Cognitive strategies – Micro-skills

S-27 Comparing and contrasting ideals with actual practice

S-28 Thinking precisely about thinking: using critical vocabulary

S-29 Noting significant similarities and differences

S-30 Examining or evaluating assumptions

S-31 Distinguishing relevant from irrelevant facts

S-32 Making plausible inferences, predictions, or interpretations

S-33 Giving reasons and evidence and alleged facts

S-34 Recognising contradictions

S-35 Exploring implications and consequences.

--35 dimensions of critical thought (Paul, Binker, Jensen, and Kreklau, 1990)

Paul-Elder Critical Thinking Model


Intellectual Standards

Accuracy	Precision
Clarity	Depth
Relevance	Significance
Logical	Fairness
Sufficiency	Breadth

Intellectual Traits

Humility	Perseverance
Autonomy	Empathy
Fair-mindedness	Integrity
Courage	Confidence in reasoning

Must be applied
to



Elements of Reasoning

Purposes	Inferences
Questions	Concepts
Points of view	Implications
Information	Assumptions

to develop

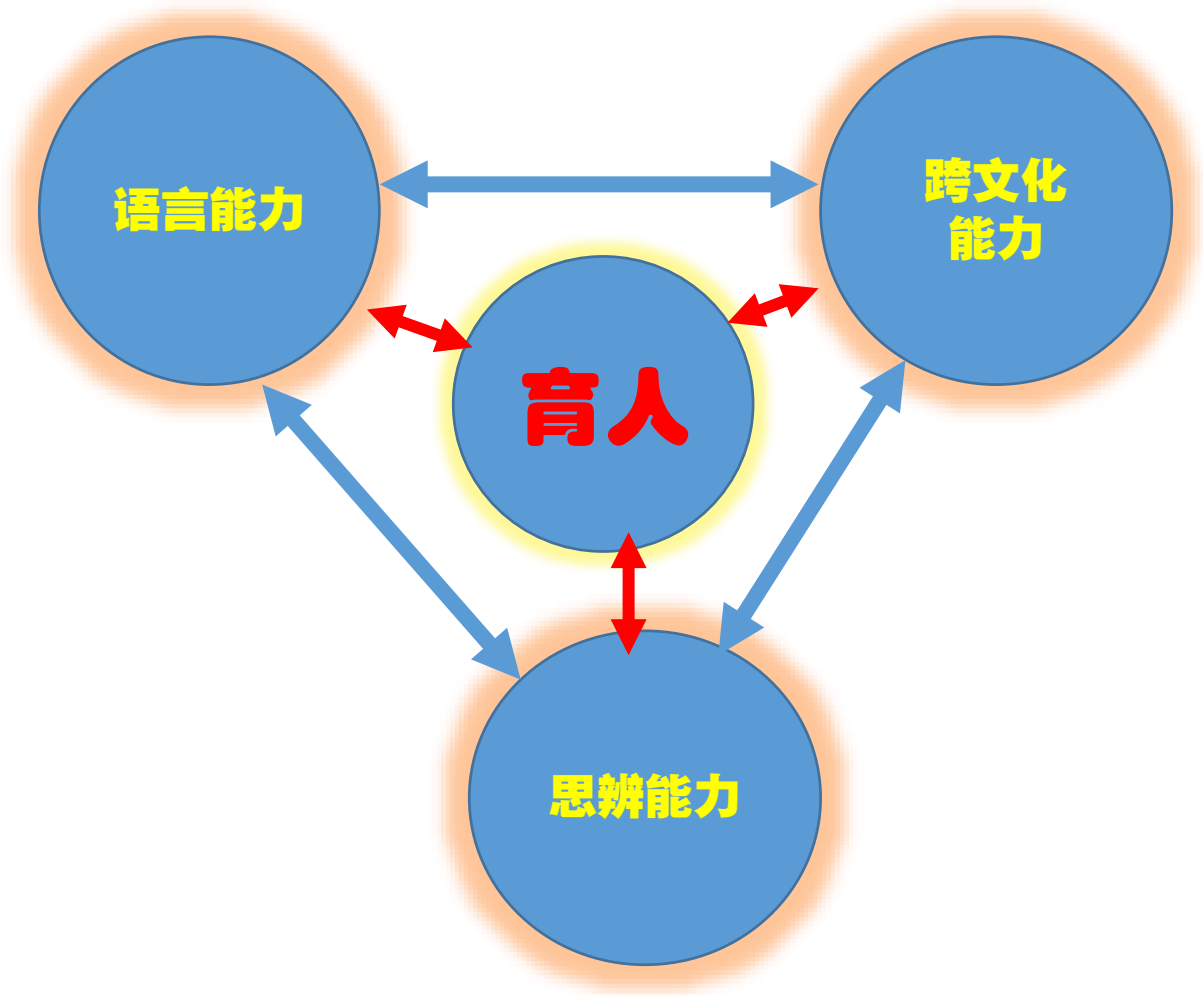




《新未来》核心理念：跨文化思辨育人

在外语教学中，思辨能力与跨文化能力相得益彰，相互促进。如果说思辨能力给跨文化能力增加深度，那么跨文化能力给思辨能力增加广度。语言能力则因同时具有跨文化能力和思辨能力而如虎添翼；立德树人便寓于其中。

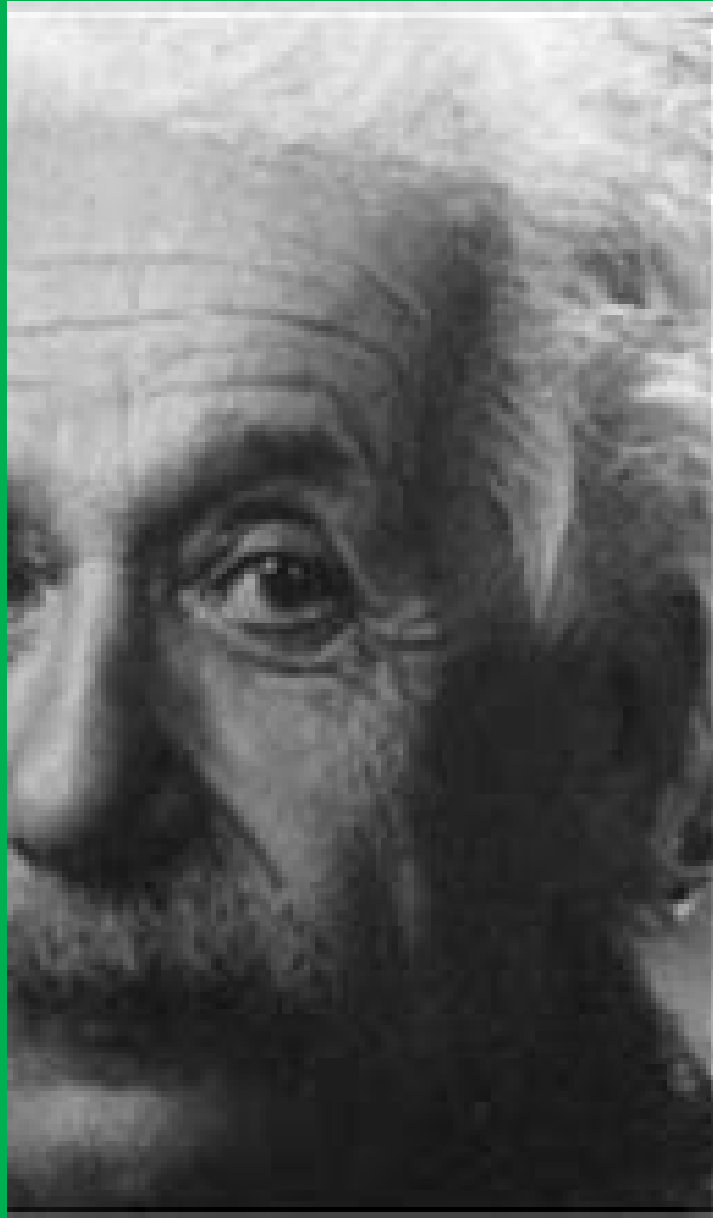
（孙有中，《与时俱进，开拓中国外语教育创新发展路径——孙有中教授访谈录》，《山东外语教育》2021年第四期）



《新未来》 “跨文化思辨育人” 示意图



4. 一起向未来



Remember today, for it is the beginning of always. Today marks the start of a brave new future filled with all your dreams can hold. Think truly to the future and make those dreams come true.

— *Albert Einstein* —

A blue-tinted photograph of a sailboat on the ocean. The sky is a deep blue with several bright, starburst-like light sources. Several birds are flying in the sky. The sailboat is on the right side of the frame, with its white sails and rigging visible. The water is a deep blue with white foam from the boat's wake. The overall mood is one of adventure and hope.

向着大学英语的新未来，出发！